DOCUMENT RESUME

ED 149 648 PS 009 741

AUTHOR Carey, Lou M.; Truesdell, Lee Ann
TITLE Development of General K-6 Teacher Competencies. Early Childhood and Elementary Education Teacher Competency Study, Interim Report. (Revised Edition).
INSTITUTION Florida State Dept. of Education, Tallahassee. Early Childhood and Elementary Education Section.; Florida State Dept. of Education, Tallahassee. Right to Read.
PUB DATE 1 Nov 77
CONTRACT DOE-770-121
NOTE 43p.; Figures in this document may be marginally legible due to type size

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Classroom Observation Techniques; *Early Childhood Education; *Elementary Education; Elementary School Teachers; Interviews; *Models; Performance Based Teacher Education; Preschool Teachers; *State Surveys; *Teacher Qualifications; *Teaching Skills
IDENTIFIERS *Florida

ABSTRACT

This interim report describes the progress of a Florida study to identify teaching competencies for teachers of preschool through grade six. Development and operation of the model for the study consisted of four phases: (1) generating and compiling a list of competencies from classroom teachers, through interviews and classroom observation; (2) generating and compiling another list from interviews with teacher educators and from a nationwide literature search; (3) review, criticism and clarification of the resulting competency statements by members of the educational community; and (4) establishment of priorities as to usage, criticality and grade-level appropriateness by representatives of subgroups of the educational community. Step-by-step procedural charts are included with the text. Two committees involved in reactions to the study were: an operational committee of classroom teachers, Florida Department of Education personnel, teacher educators, district supervisors and project staff; and (2) a steering committee representing a statewide group of education professionals, mostly classroom teachers. (BF)

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# Early Childhood and Elementary Education Teacher Competency Study

facilitated through

*the FLORIDA DEPARTMENT OF EDUCATION*
*EARLY CHILDHOOD AND ELEMENTARY EDUCATION SECTION*
*BASIC SKILLS SUBSECTION*
*FLORIDA RIGHT TO READ PROGRAM*

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interim report

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# DEVELOPMENT OF GENERAL N-6 TEACHER COMPETENCIES

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

Interim Report

# Development of General N-6 Teacher Competencies

DOE Contract Number - 770-121

by

Lou M. Carey

Lee Ann Truesdell

August 19, 1977

Revised November 1, 1977

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## Preface

This Interim Report was prepared as partial fulfillment of the Florida Department of Education Contract 770-121. The report describes the model designed for this study. It also discusses the proceedings of the study to date and reviews the procedures for the study's proposed completion.

The assistance of the staff of Teacher Education Projects in typing, proofing, collating and binding this report is gratefully acknowledged. Special thanks goes to Michael Cooper for typing, and to Jim Whittle for editing. Joseph Fitzgerald, Director of Florida Right to Read, and Dr. Jay Lutz of the Florida Department of Education have been helpful and supportive of the writing and printing of this report.

L.M.C., L.A.T.

## Introduction

The purpose of this study is to identify teaching competencies for teachers of preschool through grade six. It has four phases: (1) generating and compiling a list of teaching competencies from classroom teachers; (2) generating and compiling a list of teaching competencies from teacher educators and the literature; (3) having the educational community review, critique, and clarify competency statements; and (4) having the educational community prioritize teaching competencies as to usage, criticality, and grade level appropriateness. The model developed for this study has undergone revision since the original proposal was made to the Department of Education.

## Current Status of Project

At the present time, the compilation of teaching competencies that have been generated from classroom teachers is being finalized. Competencies derived from teacher educators and the literature are being compiled, categorized, and compared with teacher generated competencies. A master list, using competencies from teachers, teacher educators, and the literature, will be compiled prior to the development of the instrument to be used for competency statement review, critique, and clarification.

Concurrently, every effort is being made to disseminate the processes used in this study. In June a statewide Right to Read conference focused on specific competency studies being conducted around the state of Florida. The model for this study was discussed and critiqued by the participants. Several educational organizations have included a presentation of this study in their statewide conferences. Proposals for national educational conferences have been submitted as well as articles for statewide and national publication.

This Interim Report is intended to describe the model development and planned procedures that will be used in all four phases of the N-6 Teacher Competencies Study.

The appendices include a compilation of competency lists available to the project at this time. Additional lists will be made available to the Department of Education as they are identified. A review of the literature for this study has produced a large number of resources on competency research. A list of these resources is also included in the appendices. Originals or copies of these resources will be compiled and delivered to the Department as soon as possible.

## Model Development

A model for the operation of this study provides for appropriate research methodology. The model also ensured that all groups with vested interest in the identification of competencies for early childhood and elementary school classroom teaching are adequately involved. The model for this study further provides that adequate field testing and collaborative procedures are used prior to a statewide implementation of the study.

### Original Model

The design that was proposed for this study originally had five phases (see Figure 1.). These phases were teacher generation of competencies; literature search; critique and analysis of competencies by teacher educators; critique and analysis of competencies by teachers, school administrators and parents; and a prioritization of teaching competencies by the educational community. The model for this study identifies committees of professional statewide representation to react to the processes, instruments, products and results of the study. The first of these two groups, the Operational Committee (see Appendix A.) consists of a classroom teacher, Florida Department of Education personnel, teacher educators, district level supervisors and project

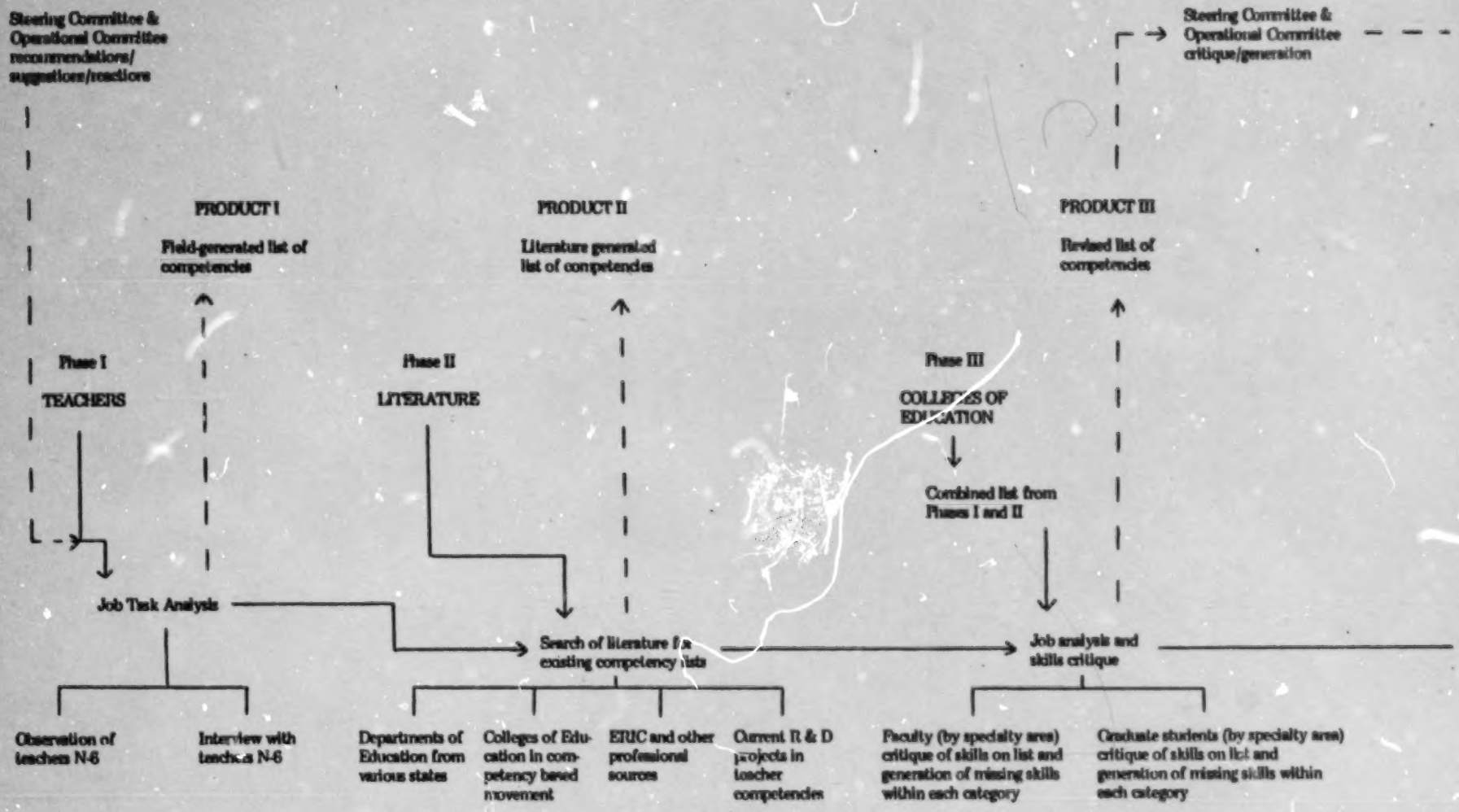
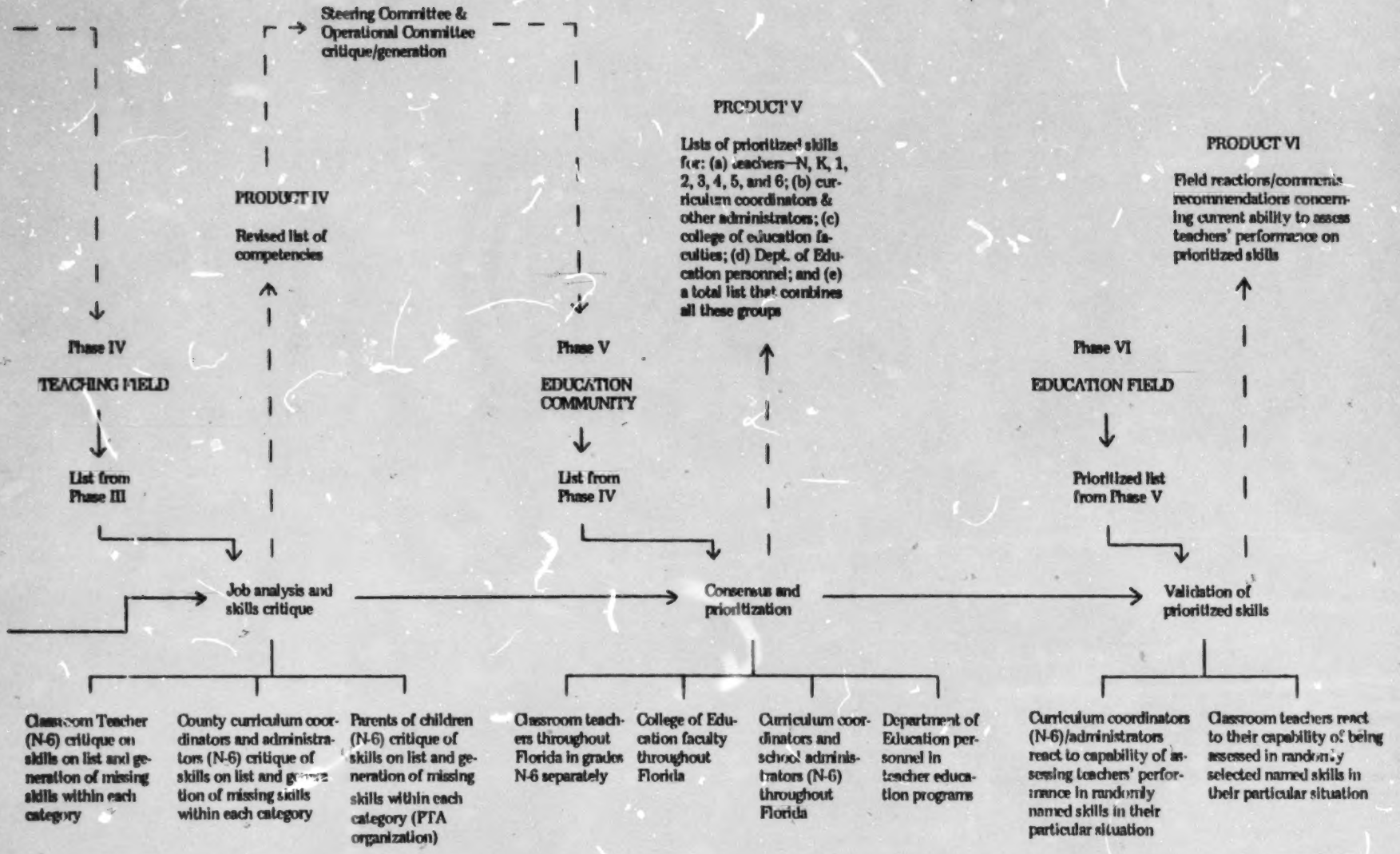

Steering Committee & Operational Committee recommendations/ suggestions/reactions
PRODUCT I
Field-generated list of competencies
PRODUCT II
Literature generated list of competencies
Steering Committee & Operational Committee critique/generation
PRODUCT III
Revised list of competencies
Phase I
TEACHERS
Phase II
LITERATURE
Phase III
COLLEGES OF EDUCATION
Combined list from Phases I and II
Job Task Analysis
Search of literature for existing competency lists
Job analysis and skills critique
Observation of teachers N-6
Interview with teachers N-6
Departments of Education from various states
Colleges of Education in competency based movement
ETUC and other professional sources
Current R & D projects in teacher competencies
Faculty (by specialty area) critique of skills on list and generation of missing skills within each category
Graduate students (by specialty area) critique of skills on list and generation of missing skills within each category

Figure 1
The Original Draft of the Process Used to Generate a List of Generic Competencies for Teachers N-6


Steering Committee & Operational Committee critique/generation
PRODUCT IV
Revised list of competencies
PRODUCT V
Lists of prioritized skills for: (a) teachers—N, K, 1, 2, 3, 4, 5, and 6; (b) curriculum coordinators & other administrators; (c) college of education faculties; (d) Dept. of Education personnel; and (e) a total list that combines all these groups
PRODUCT VI
Field reactions/comments recommendations concerning current ability to assess teachers' performance on prioritized skills
Phase IV
TEACHING FIELD
List from Phase III
Phase V
EDUCATION COMMUNITY
List from Phase IV
Phase VI
EDUCATION FIELD
Prioritized list from Phase V
Job analysis and skills critique
Consensus and prioritization
Validation of prioritized skills
Classroom Teacher (N-6) critique on skills on list and generation of missing skills within each category
County curriculum coordinators and administrators (N-6) critique of skills on list and generation of missing skills within each category
Parents of children (N-6) critique of skills on list and generation of missing skills within each category (PTA organization)
Classroom teachers throughout Florida in grades N-6 separately
College of Education faculty throughout Florida
Curriculum coordinators and school administrators (N-6) throughout Florida
Department of Education personnel in teacher education programs
Curriculum coordinators (N-6)/administrators react to capability of assessing teachers' performance in randomly named skills in their particular situation
Classroom teachers react to their capability of being assessed in randomly selected named skills in their particular situation

staff. These committee members will also assist with disseminating the project at conferences, professional meetings and in the literature.

The second committee, the Steering Committee, is a statewide representative group of education professionals, the majority of which are classroom teachers. Criteria for selecting members for the Steering Committee was established at a June Right to Read Conference.

The participants of this conference (see Appendix B.) represented all groups of the educational community of early childhood and elementary school classroom teachers. They came from all regions of the state to discuss and critique the model. Out of this field-test process came recommendations for changes in the model.

The study's model has undergone four major changes. These changes resulted not only from the Right to Read Conference recommendations but also from suggestions of the Operational Committee, funding adjustments, and suggestions of the leadership of the classroom teacher professional organizations. These changes primarily include (a) adjustments in the project's time line, (b) the addition of interviews with teacher educators to Phase II, (c) the elimination of the validation process designed as Phase VI, and (d) the merging of Phase III and Phase IV. This last change required a major revision of the design.

Revised Model

The joining of Phases III and IV was made because the executive secretaries of the teachers' professional organizations felt that Phase III should allow all elements of the educational community to review, critique, and clarify teaching competencies at the same time. Therefore, Phases III and IV have been combined so that a concurrent review by each of the subgroups of the educational community will take place. A revision of the model has been made (see Figure 2.) along with a revision of the procedures developed to carry out the new Phase III (see Figure 7.).

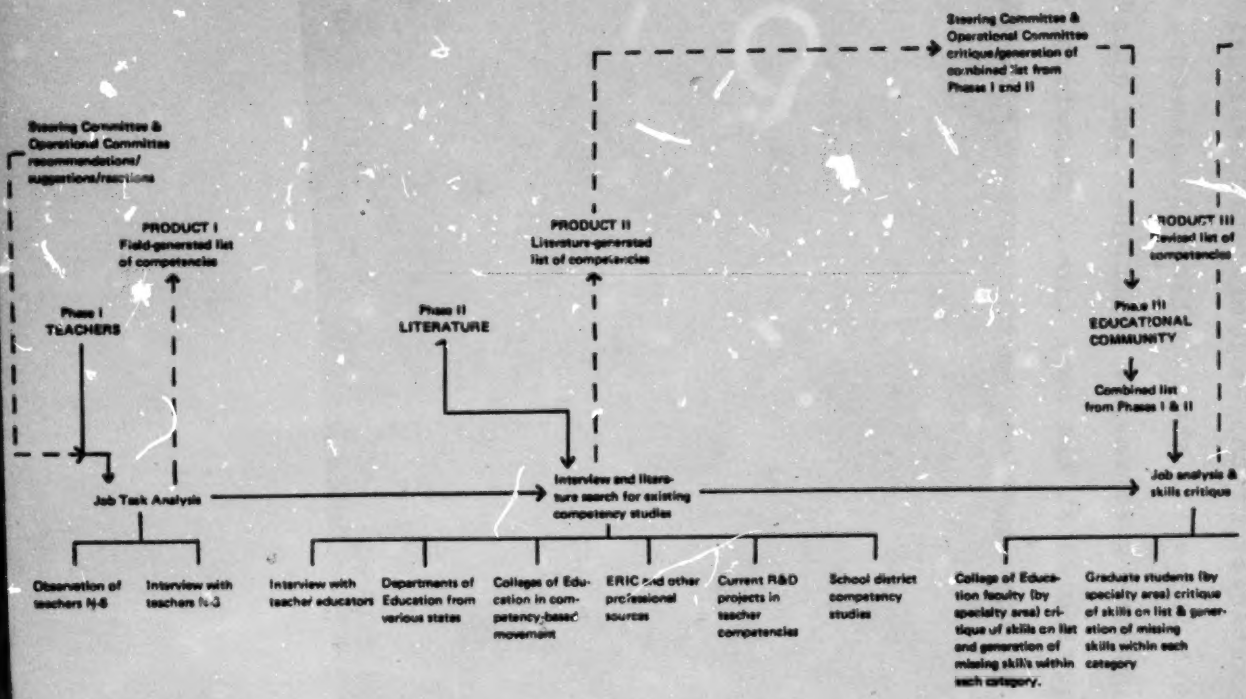
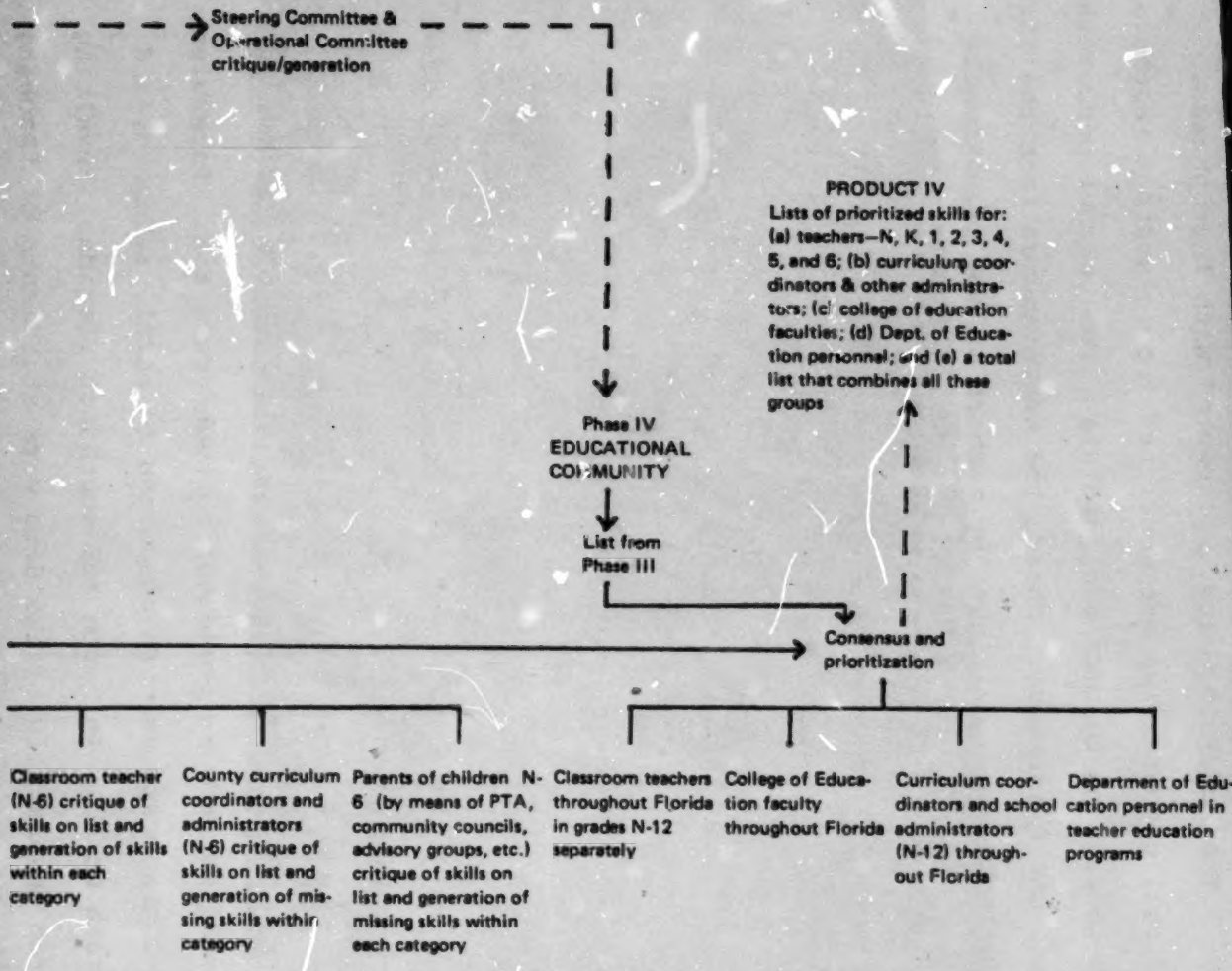

Steering Committee & Operational Committee recommendations/ suggestions/reactions
PRODUCT I
Field-generated list of competencies
Phase I
TEACHERS
Job Task Analysis
Observation of teachers N-6
Interview with teachers N-6
Phase II
LITERATURE
PRODUCT II
Literature-generated list of competencies
Interview and literature search for existing competency studies
Interview with teacher educators
Departments of Education from various states
Colleges of Education in competency-based movement
ERIC and other professional sources
Current R&D projects in teacher competencies
School district competency studies
Steering Committee & Operational Committee critique/generation of combined list from Phases I and II
PRODUCT III
Revised list of competencies
Phase III
EDUCATIONAL COMMUNITY
Combined list from Phases I & II
Job analysis & skills critique
College of Education faculty (by specialty area) critique of skills on list and generation of missing skills within each category.
Graduate students (by specialty area) critique of skills on list & generation of missing skills within each category

**Figure 2**
**The Revised Process Used to Generate a List of Teaching Competencies for Teachers N-6**


Steering Committee & Operational Committee critique/generation
PRODUCT IV
Lists of prioritized skills for: (a) teachers—N, K, 1, 2, 3, 4, 5, and 6; (b) curriculum coordinators & other administrators; (c) college of education faculties; (d) Dept. of Education personnel; and (e) a total list that combines all these groups
Phase IV
EDUCATIONAL COMMUNITY
List from Phase III
Consensus and prioritization
Classroom teacher (N-6) critique of skills on list and generation of skills within each category
County curriculum coordinators and administrators (N-6) critique of skills on list and generation of missing skills within category
Parents of children N-6 (by means of PTA, community councils, advisory groups, etc.) critique of skills on list and generation of missing skills within each category
Classroom teachers throughout Florida in grades N-12 separately
College of Education faculty throughout Florida
Curriculum coordinators and school administrators (N-12) throughout Florida
Department of Education personnel in teacher education programs

## Procedures Used During Phase I

The model is being implemented with four phases. First, competencies are generated from classroom teachers. Second, competencies are generated from teacher educators and the literature. Third, the competencies from the first two phases are critiqued by members of the educational community. Fourth, the competencies are prioritized by samples of the populations of each subgroup of the educational community.

Generating Teaching Competencies (see Figure 3.)

Phase I, the generation of teaching competencies, gives classroom teachers the opportunity to provide the initial input into this study. It is felt that classroom teachers would provide an excellent source of descriptions of teacher behavior essential to classroom teaching pre-school through grade six.

This initial phase of the N-6 Teaching Competencies Study included the interviewing and observation of classroom teachers -- preschool through grade six. Interviews and observations were conducted in rural, suburban, and urban schools in north and southeast Florida. Resulting from an analysis of the data were statements of teaching skills and descriptions of teachers' behaviors. These

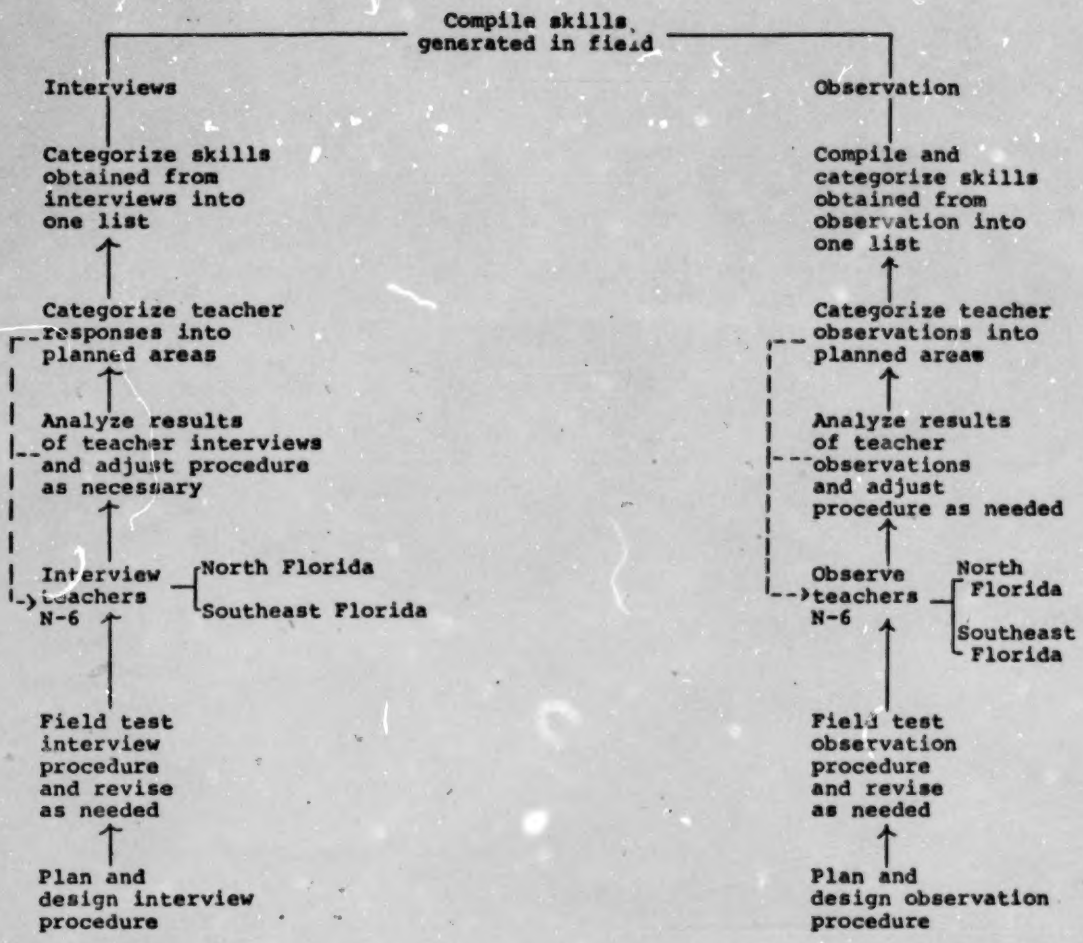

Compile skills generated in field
Interviews
Observation
Categorize skills obtained from interviews into one list
Compile and categorize skills obtained from observation into one list
Categorize teacher responses into planned areas
Categorize teacher observations into planned areas
Analyze results of teacher interviews and adjust procedure as necessary
Analyze results of teacher observations and adjust procedure as needed
Interview teachers N-6
North Florida
Southeast Florida
Observe teachers N-6
North Florida
Southeast Florida
Field test interview procedure and revise as needed
Field test observation procedure and revise as needed
Plan and design interview procedure
Plan and design observation procedure

Figure 3

Procedure for Generating Teaching Competencies
During Phase I

statements were categorized and compiled into a list of field-generated teaching competencies. A first draft of this list is found in Appendix C.

Clarifying and Classifying Teacher Competencies

The procedure used to clarify and classify the teachers' statements is found in Figure 4. First, categories were identified. Second, skills were placed in appropriate categories, ordered sequentially, rephrased, and examined for duplication. Third, each skill was examined, revised if needed, and judged by a panel of educators as to clarity, classification, and ordering.

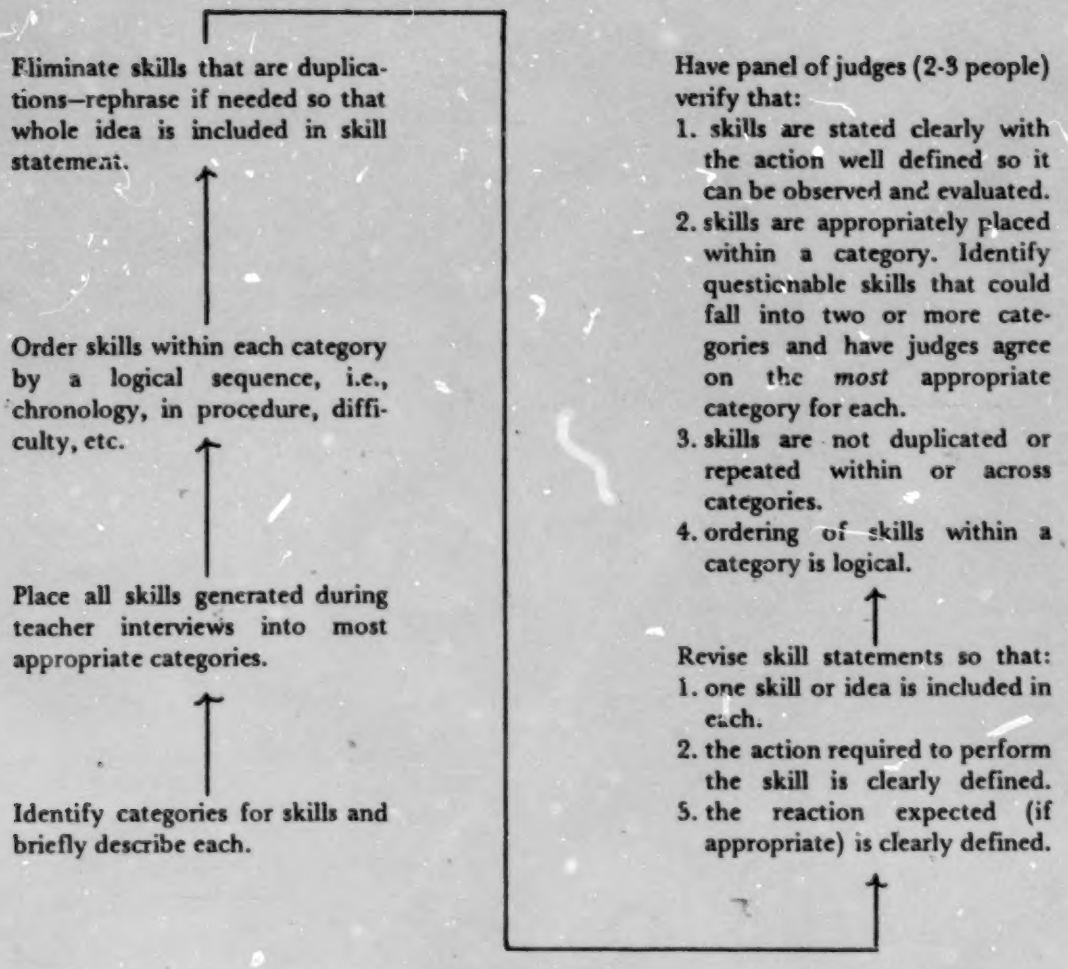

Identify categories for skills and briefly describe each.
Place all skills generated during teacher interviews into most appropriate categories.
Order skills within each category by a logical sequence, i.e., chronology, in procedure, difficulty, etc.
Eliminate skills that are duplications—rephrase if needed so that whole idea is included in skill statement.
Revise skill statements so that:
1. one skill or idea is included in each.
2. the action required to perform the skill is clearly defined.
5. the reaction expected (if appropriate) is clearly defined.
Have panel of judges (2-3 people) verify that:
1. skills are stated clearly with the action well defined so it can be observed and evaluated.
2. skills are appropriately placed within a category. Identify questionable skills that could fall into two or more categories and have judges agree on the *most* appropriate category for each.
3. skills are not duplicated or repeated within or across categories.
4. ordering of skills within a category is logical.

**Figure 4**
**Procedure for Clarifying and Classifying Generated Teaching Competency Statements Used During Phase I**

## Procedures Used During Phase II

### Generating Teaching Competencies from Teacher Educators and the Literature

This phase of the study is comprised of two parts (see Figure 5.). First, teaching competencies were generated from teacher educators in an interview process. They also shared a collection of competency resources from their personal files. Second, a literature search was conducted among teachers' centers nationally, the Teacher Corps literature, national and state conference presentations, universities, educational research and development centers, state departments of education, and ERIC. The literature sources were identified, then resources were solicited and/or selected, reviewed, synthesized, and compiled into a list of competencies and a list of references. The competency lists available to the project at this time are found in Appendix D. The references have been grouped according to their major contribution to the study. A list of references collected to date are found in Appendix E.

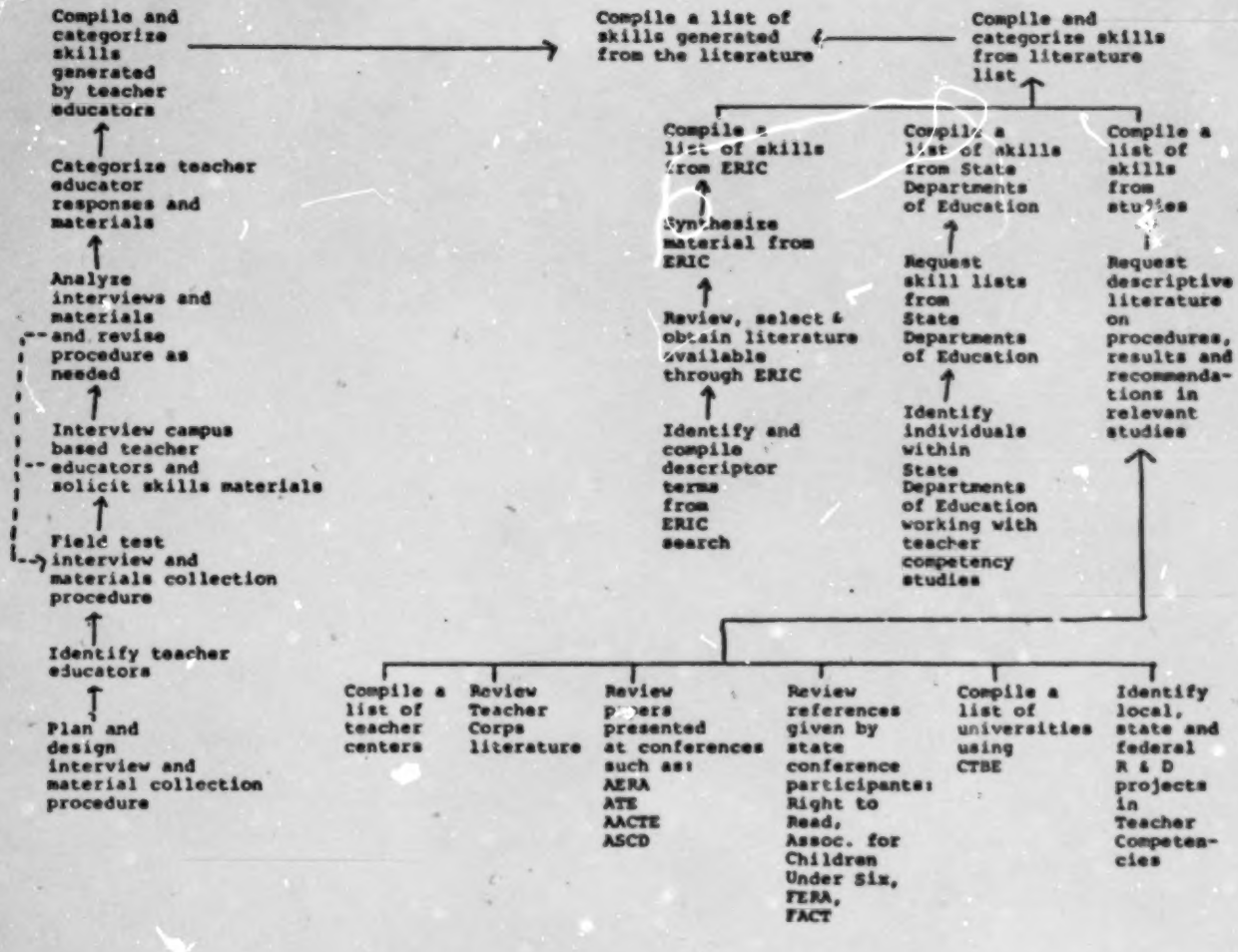

Compile and categorize skills generated by teacher educators
Categorize teacher educator responses and materials
Analyze interviews and materials and revise procedure as needed
Interview campus based teacher educators and solicit skills materials
Field test interview and materials collection procedure
Identify teacher educators
Plan and design interview and material collection procedure
Compile a list of skills generated from the literature
Compile and categorize skills from literature list
Compile a list of skills from ERIC
Synthesize material from ERIC
Review, select & obtain literature available through ERIC
Identify and compile descriptor terms from ERIC search
Compile a list of skills from State Departments of Education
Request skill lists from State Departments of Education
Identify individuals within State Departments of Education working with teacher competency studies
Compile a list of skills from studies
Request descriptive literature on procedures, results and recommendations in relevant studies
Compile a list of teacher centers
Review Teacher Corps literature
Review papers presented at conferences such as: AERA ATE AACTE ASCD
Review references given by state conference participants: Right to Read, Assoc. for Children Under Six, FERA, FACT
Compile a list of universities using CTBE
Identify local, state and federal R & D projects in Teacher Competencies

Figure 5

Procedure for Generating Teaching Competencies from Teacher Educators and the Literature During Phase II

Identifying and Classifying Teaching Competency Statements from the Literature and Teacher Educator Interviews

A precise procedure for compiling a master list of competencies is given in Figure 6. It provides for the newly generated lists of competencies to be integrated into the original competency list established in Phase I. Skills from Phase II are placed in the most appropriate Phase I categories. Skills are eliminated if they are repetitive, while documentation is made of their presence in alternate lists. The skills statements are then scrutinized for clarity of skill definition and appropriate resulting behavior. The categories are then reordered sequentially and the skills are judged by a panel of educators as to clarity, categorization, and order.

Produce combined list of teaching competencies generated during Phase I and Phase II.

↑

Have panel of judges verify that:

a. Skills are stated clearly with the action well defined so it can be observed and evaluated
b. Skills are appropriately placed within a category. Identify questionable skills that could fall into two or more categories and have judges agree on the most appropriate category for each.
c. Skills are not duplicated or repeated within or across categories.
d. Ordering of skills within a category is logical.

↑

Sort new skills into Phase I list and reorder skills within category using a logical sequence, i.e., chronology in sequence, difficulty, importance, etc.

↑

Revise new skill statements so that:

a. One skill or idea is included in each.
b. The action required to perform the skill is clearly defined.
c. The reaction expected (if appropriate) is clearly defined.

↑

Read each skill statement from each new list and:

a. Determine in which category from the Phase I list the skill should be included.
b. Locate that category in the Phase I list.
c. Read through the skills already included in that category.
d. If the skill from the new list is already included in the teacher generated list, place a mark beside the skill statement on the Phase I list in order to determine whether already identified skills appear on various other lists and to determine how many different lists include that particular skill.
e. If the skill is not already included on the Phase I list, include it on a special form for new skills under the appropriate category.
f. If the skill is not already included and if there is not an existing appropriate category, invent a new category and include the category, a brief description of the category, and the new skill on a separate sheet.
g. When a skill is encountered that has already been included on the new list, rather than including it twice, simply place a tally mark beside the new skill indicating how many times the skill appears on different lists.

↑

Obtain competency lists from teacher educator interviews.

↑

Obtain competency list from literature.

↑

Obtain competency list from Phase I.

Figure 6

Procedure for Identifying and Classifying Teaching Competency Statements from the Literature and Teacher Educator Interviews and Compiling a Master List of Teaching Competencies During Phase II

## Procedures Used During Phase III

The list of competencies resulting from the teacher interviews and observations in Phase I combined with the competencies from interviews with teacher educators and a review of the literature form a comprehensive list of teaching skills. The list is organized into major categories and the competencies within each category are ordered in some logical way, i.e. sequence, difficulty, or importance. In order to have a complete and accurate list of teaching skills for classroom teachers, preschool through grade six, it is necessary to have members of each subgroup of the educational community react to the list, critique each statement, and make suggestions for additions and deletions of competencies.

### Reviewing and Revising Teaching Competencies

The purpose of Phase III is to solicit suggestions from members of each subgroup of the educational community as to the completeness of the list and the clarity of each statement. The initial steps used in this process, as outlined in Figure 7, are the identification of the educational community and the selection of a sample representative population. The group will contain a majority of classroom teachers. Those persons within each subgroup who can facilitate

the administration of the Phase III instrument will be identified and briefed.

Instrument Construction Procedures (See Figure 8.)

The instrument for Phase III will be constructed after determining which questions are necessary and productive to ask about each competency. The instrument will be judged by a panel of teacher competency and evaluation experts to determine whether the questions and directions to the respondents are clear and whether the data collected using the instrument will be appropriate and helpful in revising the competency list. Instrument revision will occur as a result of judges' suggestions before it is edited and printed.

Packets containing the instrument and administration instructions will be sent to those persons identified as facilitators for the study. Previous to this mailing, an introductory letter will be sent to all participants and facilitators. After sufficient time has elapsed for instrument completion and return, reminder letters will be sent to those facilitators who have not yet returned the instrument. Revision of the teaching competency list will incorporate the suggestions of the respondents of Phase III.

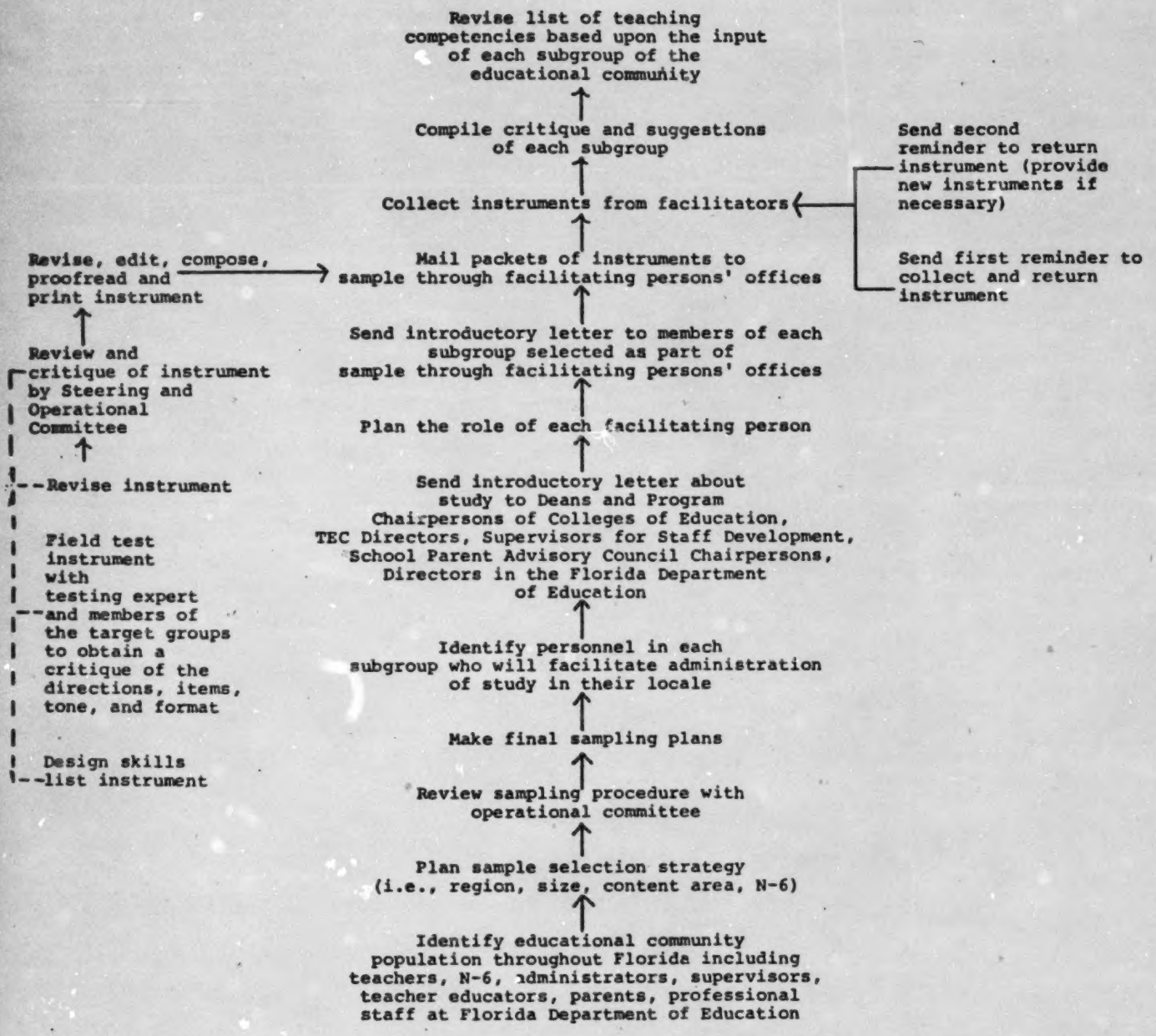

Revise list of teaching competencies based upon the input of each subgroup of the educational community
Compile critique and suggestions of each subgroup
Send second reminder to return instrument (provide new instruments if necessary)
Collect instruments from facilitators
Send first reminder to collect and return instrument
Revise, edit, compose, proofread and print instrument
Mail packets of instruments to sample through facilitating persons' offices
Review and critique of instrument by Steering and Operational Committee
Send introductory letter to members of each subgroup selected as part of sample through facilitating persons' offices
Plan the role of each facilitating person
Revise instrument
Send introductory letter about study to Deans and Program Chairpersons of Colleges of Education, TEC Directors, Supervisors for Staff Development, School Parent Advisory Council Chairpersons, Directors in the Florida Department of Education
Field test instrument with testing expert and members of the target groups to obtain a critique of the directions, items, tone, and format
Identify personnel in each subgroup who will facilitate administration of study in their locale
Make final sampling plans
Design skills list instrument
Review sampling procedure with operational committee
Plan sample selection strategy (i.e., region, size, content area, N-6)
Identify educational community population throughout Florida including teachers, N-6, administrators, supervisors, teacher educators, parents, professional staff at Florida Department of Education

Figure 7

Procedures for Reviewing and Revising Teaching Competencies During Phase III

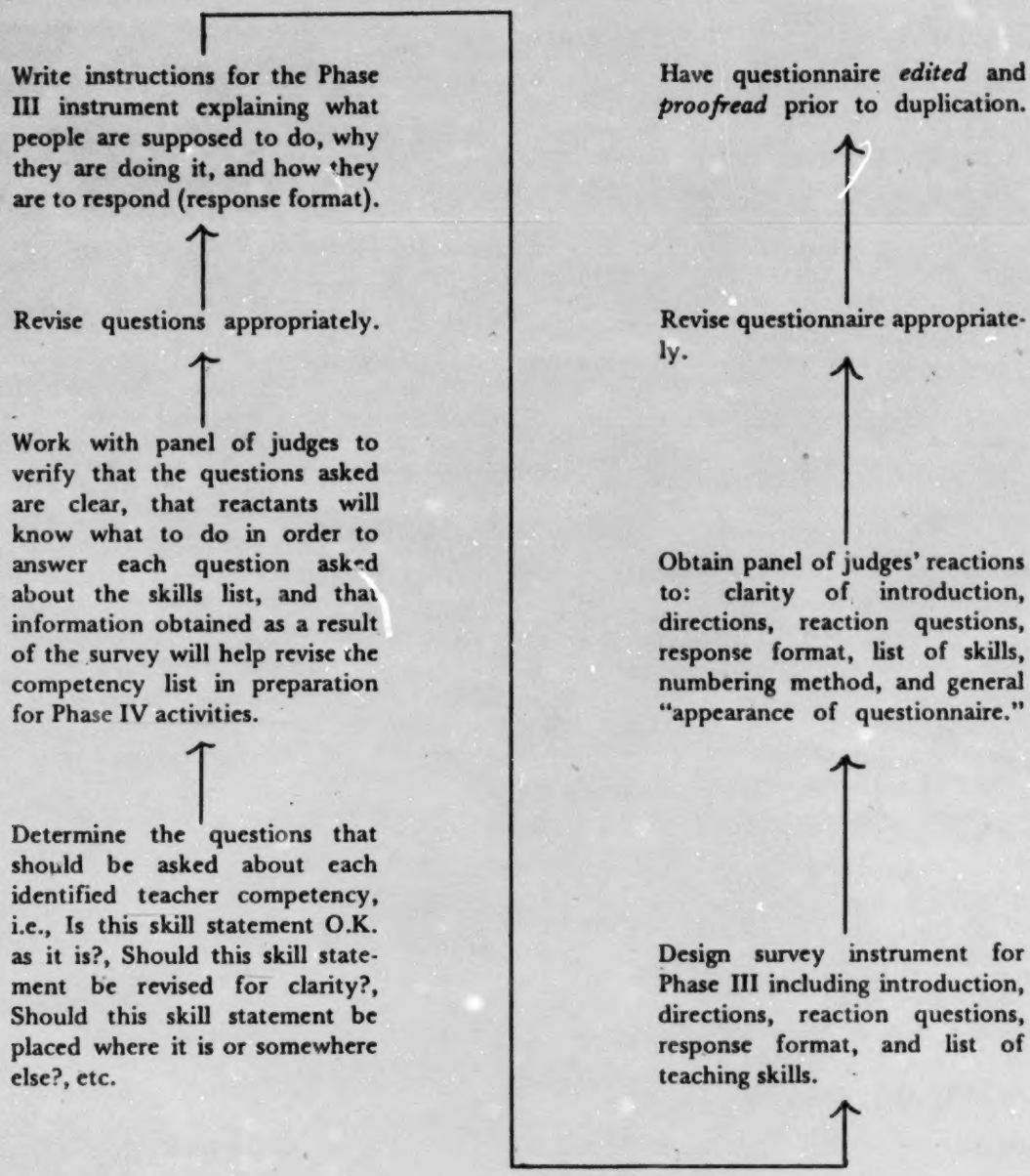

Design survey instrument for Phase III including introduction, directions, reaction questions, response format, and list of teaching skills.
Obtain panel of judges' reactions to: clarity of introduction, directions, reaction questions, response format, list of skills, numbering method, and general "appearance of questionnaire."
Revise questionnaire appropriately.
Have questionnaire *edited* and *proofread* prior to duplication.
Determine the questions that should be asked about each identified teacher competency, i.e., Is this skill statement O.K. as it is?, Should this skill statement be revised for clarity?, Should this skill statement be placed where it is or somewhere else?, etc.
Work with panel of judges to verify that the questions asked are clear, that reactants will know what to do in order to answer each question asked about the skills list, and that information obtained as a result of the survey will help revise the competency list in preparation for Phase IV activities.
Revise questions appropriately.
Write instructions for the Phase III instrument explaining what people are supposed to do, why they are doing it, and how they are to respond (response format).

**Figure 8**
**Instrument Construction Procedures**
**Used During Phase III**

## Procedures Used During Phase IV

Prioritizing Teaching Competencies (See Figure 9.)

This is the final phase of this N-6 Teaching Competency Study. It will involve the educational community including a majority of classroom teachers as identified and defined in Phase III. A statewide sample from selected subgroups will be chosen. Facilitators for each subgroup will be solicited to administer the instrument for prioritizing the N-6 teaching competencies.

The Phase IV instrument will consist of the revised list of skills from Phase III. Respondents will be asked to rank each skill relative to criticality, amount of usage and appropriateness for grade level. The instrument will be field tested, reviewed by the Operational and Steering Committees, and revised.

Data collection will proceed as outlined in Phase III. Data analysis will compare groups' responses and will result in a superordinate prioritization of competencies for teachers of preschool through grade six. Criteria for prioritization of the skills will include the COTE minimum criteria for statewide professional agreement.

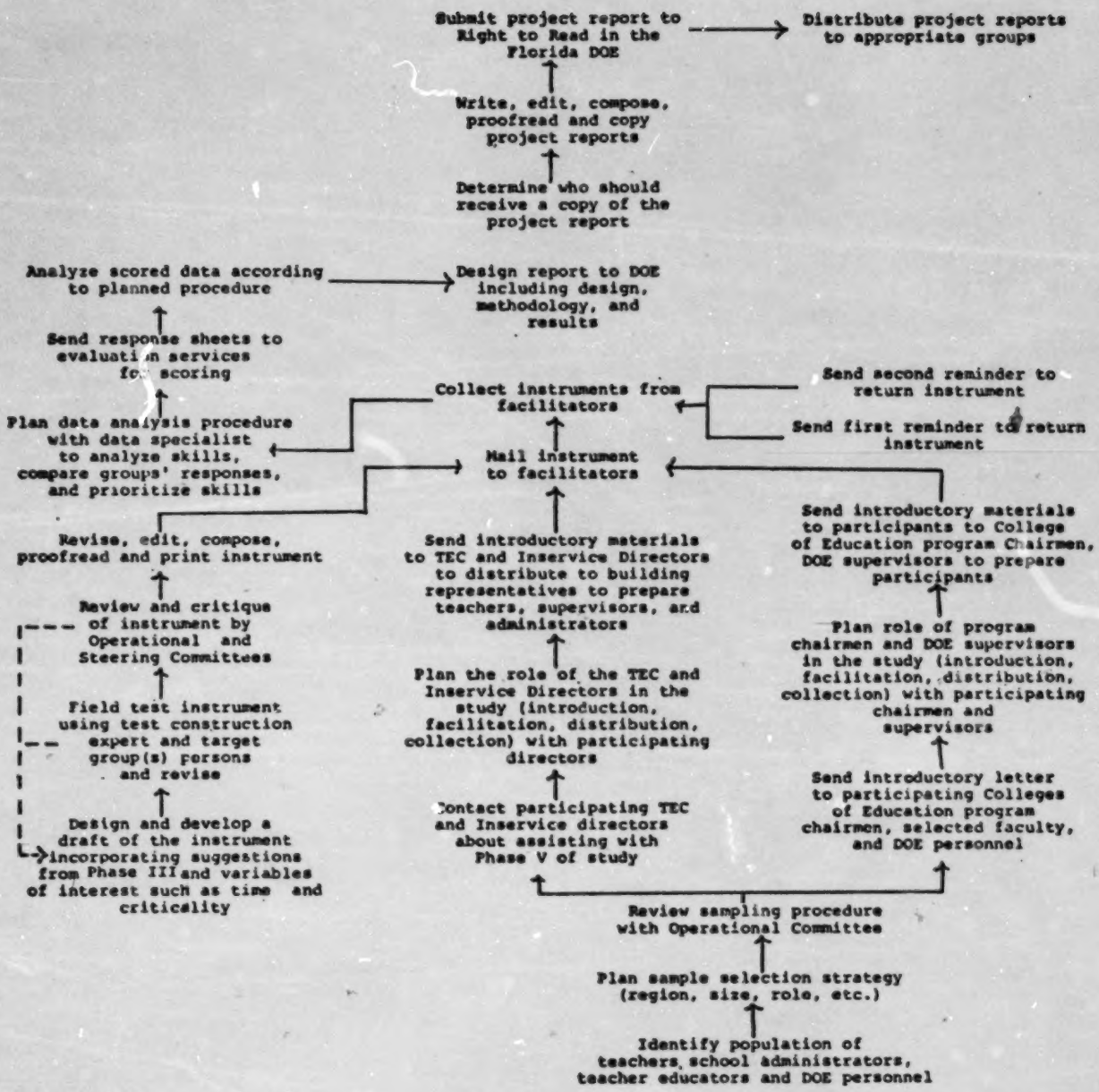

Submit project report to Right to Read in the Florida DOE
Distribute project reports to appropriate groups
Write, edit, compose, proofread and copy project reports
Determine who should receive a copy of the project report
Analyze scored data according to planned procedure
Design report to DOE including design, methodology, and results
Send response sheets to evaluation services for scoring
Collect instruments from facilitators
Send second reminder to return instrument
Send first reminder to return instrument
Plan data analysis procedure with data specialist to analyze skills, compare groups' responses, and prioritize skills
Mail instrument to facilitators
Revise, edit, compose, proofread and print instrument
Send introductory materials to TEC and Inservice Directors to distribute to building representatives to prepare teachers, supervisors, and administrators
Send introductory materials to participants to College of Education program Chairmen, DOE supervisors to prepare participants
Review and critique of instrument by Operational and Steering Committees
Plan the role of the TEC and Inservice Directors in the study (introduction, facilitation, distribution, collection) with participating directors
Plan role of program chairmen and DOE supervisors in the study (introduction, facilitation, distribution, collection) with participating chairmen and supervisors
Field test instrument using test construction expert and target group(s) persons and revise
Contact participating TEC and Inservice directors about assisting with Phase V of study
Send introductory letter to participating Colleges of Education program chairmen, selected faculty, and DOE personnel
Design and develop a draft of the instrument incorporating suggestions from Phase III and variables of interest such as time and criticality
Review sampling procedure with Operational Committee
Plan sample selection strategy (region, size, role, etc.)
Identify population of teachers, school administrators, teacher educators and DOE personnel

Figure 9

Procedure for Prioritizing Teaching Competencies During Phase IV, Educational Community Input

## Procedures Used For Dissemination

### Procedures for Dissemination (See Figure 10.)

The steps for disseminating this study include identifying state and national conferences and publications in which participation and publication would be appropriate. Second, a schedule of presentations and writing tasks is made and assignments are distributed among members of the Operational Committee. Third, preparations and support for the presentations are organized. Information and data are provided for the publication assignments. Support for typing, editing, and printing is provided by both the project and the Department of Education through its Right to Read Office. Follow-up on conference outcomes is recommended to gain the statewide support that will be needed to complete the study.

### Dissemination Efforts

In order to inform the educational community about this study, a presentation was made by Dr. Virginia Green of Florida State University at the Florida Right to Read Conference held in Orlando in June. The model of the study was discussed and critiqued by participants from all parts of Florida and all subgroups of the educational community. Florida Teacher Education Center Directors were informed of the study by Dr. Adelbert Jones of Florida A. & M. University

at their June meeting. Proposals have been submitted or chairpersons contacted to arrange for presentations involving this study in Florida and at national professional meetings. Presentations will be made at the September Right to Read Conference, the Florida State Reading Council, and the Basic Skills Fall Conference. Regional meetings to inform educators of the recently proposed state teacher certification model will provide additional forums for the study's dissemination. Articles are being submitted to state and national publications devoted to teacher education.

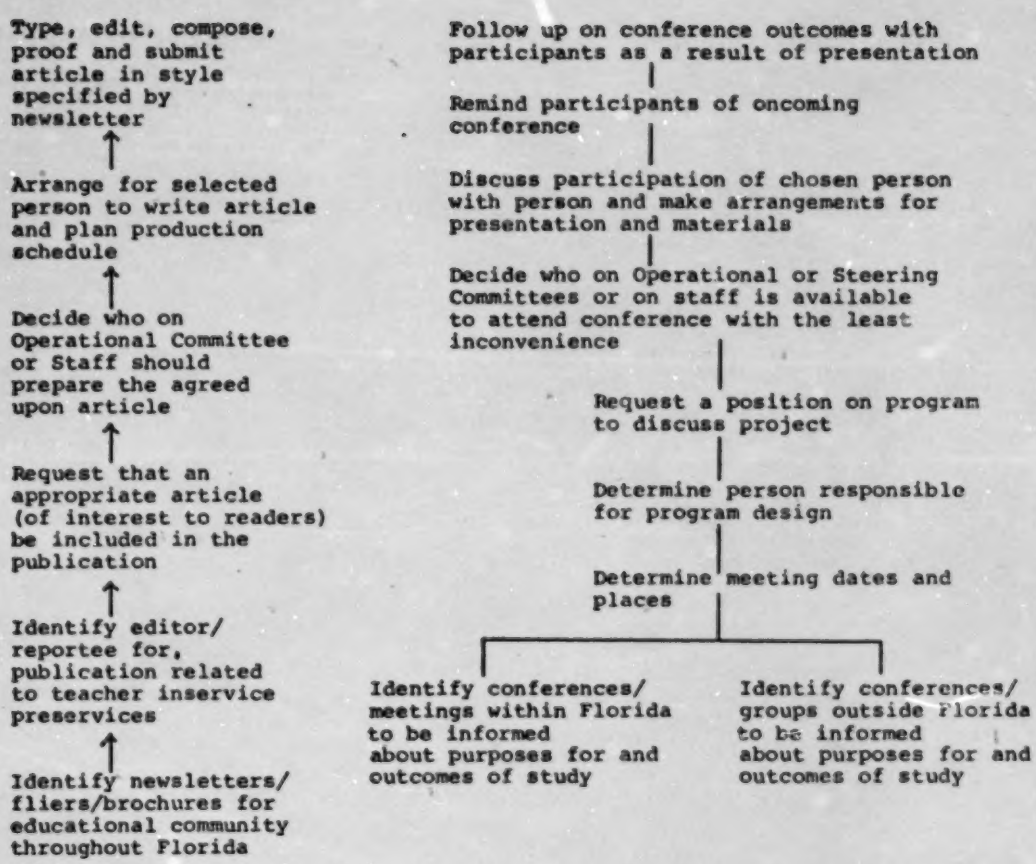

Type, edit, compose, proof and submit article in style specified by newsletter
Arrange for selected person to write article and plan production schedule
Decide who on Operational Committee or Staff should prepare the agreed upon article
Request that an appropriate article (of interest to readers) be included in the publication
Identify editor/ reportee for, publication related to teacher inservice preservices
Identify newsletters/ fliers/brochures for educational community throughout Florida
Follow up on conference outcomes with participants as a result of presentation
Remind participants of oncoming conference
Discuss participation of chosen person with person and make arrangements for presentation and materials
Decide who on Operational or Steering Committees or on staff is available to attend conference with the least inconvenience
Request a position on program to discuss project
Determine person responsible for program design
Determine meeting dates and places
Identify conferences/ meetings within Florida to be informed about purposes for and outcomes of study
Identify conferences/ groups outside Florida to be informed about purposes for and outcomes of study

Figure 10

Procedures for Dissemination of N-6 Teaching Competencies Study

## SUMMARY

The first two phases of this study are nearly completed. The next step will be to design the instrument for Phase III. The Operational and Steering Committees will review the instrument. Then, it will be sent to members of each subgroup of the educational community for review and critique. The responses from this instrument will be incorporated in revising the combined competency list. In Phase IV, a statewide sample of the educational community will prioritize the competencies by ranking them as to amount of usage, criticality, and appropriate grade level.

While these phases are being carried out, every effort will be made to involve the members of the Operational Committee of the N-6 Teaching Competency Study as reactants and dissemenators of the project. Several presentations are planned for statewide educational conferences. Also, articles are being written for fall publication in state periodicals.

Results of this study will be reported to the Right to Read Office on November 30, 1977.

## Appendix A

## Operational Committee for N-6 Teacher Competency Study

## N-6 COMPETENCY STUDY OPERATIONAL COMMITTEE

| | |
|---|---|
| Dr. Nancy Douglas | Florida State University |
| Dr. Gerry Brudenell | Florida State University |
| Dr. Virginia Green | Florida State University |
| Ms. Charlotte Springfield | Leon Co. School Board |
| Ms. Gloria Gant | Leon Co. School Board |
| Dr. Adelbert Jones | Florida A&M University |
| Ms. Susan Haynes | Ruediger Elem. School |
| Dr. Jay Lutz | State Dept. of Education |
| Mr. Joe Fitzgerald | State Dept. of Education |
| Dr. John Hansen | Florida State University |
| Ms. Lee Ann Truesdell | Florida State University |
| Dr. Lou M. Carey | Arizona State University |

## Appendix B

## Participants of the Right to Read Conference

## June 16 and 17, 1977

Early Childhood and Elementary Certification
and Competency Identification
June 16-17, 1977: Orlando

District

| | |
|---|---|
| Mrs. Gloria Gant | Elementary Education Coordinator, Leon |
| Mrs. Betty Rae Ivey | Kindergarten Supervisor, Pinellas |
| Mrs. Charlotte Springfield | Teacher Education Center, Leon |
| Mrs. Gail Thomas | Early Childhood Supervisor, Orange |
| Mrs. Lea Touchtone | Resource Teacher, Bay |
| Miss Betty Jo Winslette | Kindergarten Supervisor, Okaloosa |

University: Public

| | |
|---|---|
| Dr. Betty Brantley | University of South Florida |
| Dr. Jerry Brudenell | Florida State University |
| Dr. Lou Carey | Florida State University |
| Dr. Elaine Cox | Florida Technological University |
| Dr. Gordon Eade | University of West Florida |
| Dr. Virginia Green | Florida State University |
| Mr. Adelbert Jones | Florida A&M University |
| Dr. Nell Kanwischer | Florida State University |
| Dr. Robert Lemons | Florida A&M University |
| Dr. Anna Nuernberger | University of Florida |
| Mrs. Lee Ann Truesdell | Florida State University |

University: Private

| | |
|---|---|
| Dr. Charles Mangrum | University of Miami, Coral Gables |

Community College

| | |
|---|---|
| Mrs. Barbara Young | Brevard Community College |

Professional Organizations

| | |
|---|---|
| Mrs. Valera Barker | Florida Council on Elementary Education |
| Mrs. Kathleen Betancourt | FEA/United, Government Relations |
| Dr. William Breivogel | Florida Educational Research and Development Council |
| Mr. Kelly Brock | Florida Association of District School Superintendents |
| Mr. Jerry Cox | Florida Elementary School Principals |
| Mr. Carl Harner | Florida Teaching Profession |
| Dr. Nancy Peck | Florida School Desegregation Consulting Center |
| Dr. T. E. Smotherman | Member, Volusia County Board of Education |
| Mr. Jerry Sullivan | Panhandle Area Educational Cooperative |

Classroom Teachers

| | |
|---|---|
| Mrs. Florence Beebe | Deland, Florida |
| Ms. Trucy Bergstrom | Orlando |
| Mr. Bill Brown | Merritt Island |
| Ms. Deborah Center | Gainesville |
| Ms. Nella Craig | Leesburg |
| Mr. William Daley | DeBary |
| Ms. Linda Denmark | Winter Haven |
| Mr. Dale Donley | Miami |
| Ms. Rhoda Dire | Indian Harbour |
| Ms. Charlene Earle | Cocoa |
| Mr. Harold Hagins | Bartow |
| Ms. Thelma Holmes | Miami |
| Mrs. Margretha Johnson | Tampa |
| Ms. Joyce Keen | Venice |
| Ms. Yvonne Lyons | Temple Terrace |
| Ms. Debbie McBride | Ocala |
| Mr. Julian Meade | Sarasota |
| Ms. Helene Morris | Brandon |
| Ms. Thelma Mosley | Gainesville |
| Ms. Lynn Mullins | Daytona Beach |
| Ms. Beth Provancha | Winter Park |
| Mr. David Schoot | Ferndale |
| Mrs. Jeanne Suttle | Clearwater |
| Ms. Betty Thornton | Gradenton |
| Mr. Jeff Wright | Webster |

Department of Education

| | |
|---|---|
| Dr. Jay Lutz | Supervisor, Basic Skills |
| Mr. Joe Fitzgerald | Coordinator, Right to Read |
| Mrs. Suzanne Yarbrough | Consultant, Right to Read |
| Dr. Jean V. Marani | Consultant, Right to Read |
| Mrs. Bettye Roberts | Consultant, Right to Read |
| Mrs. Teresa Rousseau | Secretary, Right to Read |
| Mr. John Wheeler | Supervisor, Developmental Skills |
| Dr. Charlotte White | Consultant, Reading |
| Mr. Ed Hunter | Consultant, Mathematics |
| Mr. Jack Hopper | Consultant, Science |
| Mr. Floyd Jaggears | Consultant, Health, Safety and Physical Education |
| Mrs. Johann Chancy | Consultant, Communications |

## Appendix C

### Lists of Teacher Generated Competencies

These Competencies were derived from transcripts of teacher interviews held in North Florida and Southeast Florida. They have been categorized according to interaction skills, planning, evaluation, classroom organization, communicating with peers and parents, and miscellaneous.

This appendix is available at the Florida Department of Education, Office of Basic Studies, Center Building, Tallahassee, Florida, 32301

## Appendix D

## Competency Lists Collected as a Result of the Literature Search

This appendix is available at the Florida Department of Education, Office of Basic Studies, Center Building, Tallahassee, Florida, 32301

## Appendix E



### List of References Collected by the Project to Date

This appendix consists of a list of references collected by the project to date. Additional copies of each reference are being sent to the Project for delivery to the Department of Education.

This appendix is available at the Florida Department of Education, Early Childhood and Elementary Education, Skills Subsection, Center Building, Tallahassee, Florida, 32301